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Our Monthly.

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OUR MONTHLY.

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SPECIAL EDITORS.

CENTRAL BUILDING.

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GEORGE FISCHER,
BERTHA BALLENTINE,

FIFTH WARD.

GRACE BURHANS, ADA COMPAU,

SIXTH WARD.

KITTIE SCOTT,
JOHN W. JOHNSON,
CHARLIE HARDY,
AGGIE RIEDLINGER.

OUR COURSE IN READING.

Two years ago a course of general reading was offered to the pupils of our city schools. A set of twenty books—one set for each grade from the fifth to the twelfth—was selected from those found in the library, and set apart to be read by the scholars.

No effort was made to compel the reading of the books, but the advantage of the plan was set forth and scholars were invited to read. After reading a book, the scholar was requested to report to the teacher in his or her room, and to submit to an informal examination upon its contents. Upon the cards sent home at the end of each ten weeks (one "quarter"), and at the end of the year, credit was given to the scholar for the books read. The success of this first attempt to direct and supervise the general reading of the young was so satisfactory that it was continued last year on the same voluntary plan. Like all new ideas, it took well at first, and the children read and reported with zeal and enthusiasm. But, during last year, having lost its novelty the labor required became one of the common tasks of the school and was sometimes neglected.

But the object aimed at is so desirable that our teachers feel compelled to continue their effort to secure it. This year the course has been carefully revised, and, it is thought, better adapted to the age and capacity of the scholars, and has also been made to harmonize more closely with the regular scholar work. The number of books included in a set, the work of a grade, has been diminished from 20 to 12, in grades 5, 6, 7 and 8, and to 15 in grades 9, 10, 11 and 12.

The reports made to teachers by scholars will this year be made in class, this literary recitation coming Friday afternoons, about twice each month. It is expected that teachers will not only hear the reports made by the scholars, but that they will, in addition, lead the class in a general conversation upon the matter of the books, seeking to make the time devoted to this topic both pleasant and profitable.

Beyond all doubt what our children should read is a question of vital importance. The country is flooded with worthless and pernicious books, sold at prices as low as their character and contents. These books are the source, often a most dangerous source, of temptation to young people.

The books of this Course in Reading are selected with care. To read them, to talk about them to and with teachers, cannot fail to be greatly beneficial, and it is hoped that parents will aid the plan in every way possible.

"It is as desirable to have good books as good company, and the one will insure the other."

An excellent essay by Laura Haskins is in type, but was put aside, at the last moment, for want of space.

It will often be convenient for parents and others to know at what hours they can find the Superintendent in his office at the Central Building.

The office hours are fixed as follows: Mondays from 9 to 10:40 A. M. Each school day, from 3:30 to 4:30 P. M.

Our appeal for books in United States history has brought us a number of good books, and we confidently look for more. We very gladly and thankfully acknowledge the following:

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REPORT OF SAGINAW PUBLIC SCHOOLS FOR OCTOBER.

SCHOOLS.	Total Enrollment	Average No Belonging	Present each half day	Belonging October 30	Tardy	Per Cent. of Attendance	Per Cent of Tardiness.	Visitors.	No. of Sittings.
Central School	951	882	844	865	172	95.634	.005	23	901
First Ward	267	252	239	250	39	94.919	.003	12	286
Second Ward	172	156	148	156	21	95.900	.003	1	166
Third Ward	228	214	204	214	47	95.085	.005	7	212
Fifth Ward	140	118	114	120	27	96.255	.006	19	125
Sixth Ward	246	197	180	187	34	91.162	.004	9	226
Totals	2,064	1,819	1,729	1,794	340	95.051	.005	71	1,916

OUR DAILY WORK.

NOTE—[Under this head we propose to give original essays and orations prepared for our rhetorical exercises, and also reproductions and dictation exercises, such as are prepared in connection with our reading. What we call reproductions are prepared as follows:

The scholars have read a story or selection in the reader. They then close the book and write out the substance of the story in their own language, generally greatly condensed. These are examined by the teacher and errors are simply marked, but not corrected. The pupils then rewrite and make corrections, and the word is done.

Those published in this paper go to press in the handwriting of pupils, and such errors as the scholars leave uncorrected will appear in print.]

AN AMERICAN CITIZEN.

Every American citizen prides himself on the power that his vote controls or ought to control, in the management of the government, beneath whose privileges and restrictions he lives. Upon each citizen rests a trust that his honest vote and political influence alone can guard. Every man's vote is an instrument by which he acts for the common welfare, while in so doing he acts for his own prosperity as well. As in every other civilized nation, we, too, have our demonstrations of party spirit. It manifests itself in divers parties, each of which claims to advocate public good and civil liberty.

Now, the faults and unwisdom of the several party platforms, the so-called proclamations of public opinion, are so strongly brought out by party discussion, that there should be no doubt as to the right or wrong, the policy or impolicy of the principles adopted. And, too, most of the candidates in the political field are those whose lives and political career have been public ones and have been more or less exposed to the criticism of the nation. Every voter has, then, had ample opportunity to become acquainted with the principles of a party and its candidate, and as an American citizen, it is his duty to vote for that party that he knows will most fairly represent the people.

If he be a farmer he will generally sustain that party that will protect his interests. Perhaps in view of his own advantage he may believe in, and vote for, free trade, and then to some he may not seem selfish. But when a liquor dealer cries free whisky, votes and uses his influence to that end, his selfishness seems remarkably plain. Yet the principle in both is alike a characteristic of a self-interested man. A farmer indeed, should not be expected to cast his vote for that party that will entirely oppose his own interests and pursuits, but he can at least consider the interests of others, and yield in a measure to what may protect his fellow men as well as himself.

There exists also a personal emnity at times, between a good and upright candidate and men whose influence, politically and otherwise, may greatly oppose and injure him. For an instance of such we do not have to look far, but have an example of the same here in our own city.

Let a man be governed by his conscience, and his conscience will govern his vote. He recognizes how much is due his ancestors for establishing and building up this, a free country, to its present comparatively flourishing condition, and how much its future welfare and prosperity depend upon each administration of its officers. A good deed can as well come from an evil mind, as can such achievements as will advance us as a nation come from the acts of inefficient officers and those men who seek political positions for merely their own advancement. It is a voters' privilege to have a voice in the election of the officers of this nation, and it becomes those who have their country's good in mind, to use that privilege with such a prudence, as will bring favorable results to the people in general.

Capitalists favor monopoly generally, laboring men the opposite party. It is evident that their union would be beneficial to both, while their opposition and separation show them detrimental to either's advancement. People see this and it lies in their power to remedy it. If in all such cases, the voting power of the nation would compromise, there soon might be a change for the better. When American citizens poll their votes conscientiously for that party and those principles adapted to the country's welfare and elevation, this change will not delay long in coming.

Yet, there is a feeling among the supporters of the several existing political factions that, to a great degree, prevents this alliance, essential to the lasting pros-

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perity of the nation. This is the prevalence of party spirit; that is, the blind devotion shown by the adherents of a political party, regardless of the general welfare. When a man becomes so bound up in any one political faction that he considers its welfare and its possession of power only, he ceases to be an American citizen, since by neglecting his duty as such, he no longer considers his nation's good.

Each citizen should examine political questions for himself, act in accordance with his own judgment, and never vote simply for a class but for the nation.

CHARLIE A. GREEN.

THE REINDEER.

The Reindeer is used by the Laplanders very much as we use horses, but they can run much faster; they can go twenty miles in an hour. You have all heard of Santa Claus and his reindeers, they must travel fast so as to get to all the good little girls and boys' homes in time for Christmas. They are nearly all the property the Laplanders have. They get their butter, milk and cheese from them, and the meat is good to eat. There is no part of the reindeer that is not useful to the Laplander. They ride in a sledge which is called a pulkha; it looks like a boat, about six feet long and sixteen inches wide, at the end where it is broadest. They have a very simple harness for the reindeer. For the collar they use a band of skin, a piece falls down below the animals breast, and at the lowest point of of this, the trace is fastened.. There is only one trace which is fastened on the front of the sledge with an iron ring. The trace is made of raw hide or leather. They also need but one rein fastened around the deer's head or the left horn. It does not cost much to feed the reindeer; it lives on shrubs and plants which it finds on its march. In all, the reindeer is a very useful and interesting animal.

A re-production by

WILLIE ACHARD.

A Goose Story.

Once on a time there lived a very wonderful goose that laid eggs of solid gold, and the man that owned this goose was very happy to think he had such a wonderful goose, and every day he would go to the nest and find a gold egg. But before long he became very greedy, and so he killed the goose. But after he had killed the goose he was very sorry, for he thought he could find in her body more eggs than he would if he had not killed the goose. But he was very foolish, for he didn't find any eggs.

Reproduction by

HAROLD PENDLETON.

A Dog Story.

There's a littte girl that goes in the 2nd Grade in Miss Townsend's room, and she brings her dinner. Ther's a dog that comes too; he thinks that she brings it for him because he comes to smell of it, and once he ate it almost up, but he left a little so she did not have to go without her dinner, and now he comes almost everv day, so she has to hang it on a high nail, so he cannot get it again and eat it up.

CLARENCE BRAND.

Railroads.

A railroad is a bed of earth raised above the ground. Across this bed are wooden boards called ties, and laid length-wise across these ties are rails of steel or iron on which the engine runs. They are used to carry engines, freight-cars of coal, wheat and corn, and passenger-cars of people. They benefit us in two or three ways, one is that we can ride from one city to another, on the passenger-cars, and send things from one city to another, on the freight-cars without difficulty The end.

An Essay by ALICE PAINE.

The Bartholdi Statue.

In our first "MONTHLY" this question was asked: "Where is Bedloe's Is.?"—which set us to thinking; and we found it was situated in N. Y. Harbor, and have also gained these facts in regard to it. Doubtless you have all heard or read of the "Bartholdi Statue." which is to be erected on this Island, Throngs of emigrants, year after year, sail into N. Y. Harbor, hoping and trusting for better times than they have left behind them in foreign countries.

On board one of these ships several years ago, was a Frenchman named August Bartholdi, who was a sculptor. This thought came to him when he was nearing the harbor.--How encouraging and helpful it would be to these people as they enter their new home, could they see some symbol of Liberty to welcome them, and remind them that this is a republic in the truest sense of the word."

When he returned to France, he told his friends and acquaintances of his idea, and asked their advice. After some years of waiting and working, the required money came from the rich and the poor of France, for building the statue, and presenting it to the people of America. The place where the statue will stand is called "Bedloe's Island", because Isaac Bedloe, a Dutchman of New Amsterdam, bought it of the colonial goverment. The base of the column will be of stone, rising in a massive square, eighty-two feet above the ground. The figure itself from the top of the head to the foot,is one-hundred and ten feet and a half high. The fore finger is eight feet long, and four feet around at the second joint; the head is alone fourteen feet high, and forty people can stand inside of it. The total weight of the statue, it is said, will amount to one hundred thousand pounds. In one hand she holds aloft a torch, in the other she holds a book. A light will be placed in the torch, and the pointed diadem will be adorned with electric lights.

The people of France have done their part. They have built and paid for the statue and presented it to our people. America is to build the pedestal on which the huge figure is to stand. The corner stone was laid last August.

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THE SCHOOL ROOM.

NOTE—[Under this head it is proposed to present such items from the different school rooms as our editors shall be able to gather. That they may occupy as little space as possible some of them are closely condensed.

A figure followed by the letter g. denotes the grade of the pupils in the room. Thus, "8 g." means the eighth grade.

A line made of three numbers, as

56 49 7

means that the total enrollment of the room is 56; the average attendanee, 49, and the cases of tardiness for the month, 7

CENTRAL BUILDING.

High School, Harry Jerome, Editor.

119 112 33

The enrollment of this room was never so great as now, and in regularity of attendance there is a decided gain.

Our rhetorical exercises bring out some very good orations and essays.

Room E, 8 g Fred Potter, Editor.

56 49 7

Best in deportment—Edith Kimball, Janet Malcolm.

Best in reading—Winnie Green, 85.

Best in arithmetic—Edith Kimball, 95.

Best in grammar—Kittie Kendall, 97.

Best in history—Edith Kimball, 100.

Best in spelling—Delia Becker, 99.

Winnie Greer and Marcia Pottor gave the best recitations on our last rhetorical day. Modesty prevents my making mention of the boys.

Our teacher is very particular about our reading; she does not give us good marks if we say "an" for "and," "mos" for "most," "subjec" for "subject," "figger" for "figure," and that accounts for our mark in reading being lower than the others, for we are so often careless. She tells us we are improving, however. In our dictation lesson the other day one sentence was "And parting summer's lingering blooms delayed!" and some of the scholars wrote, "And platting summer's lingering brooms delayed!"

Room L, 7 g Irving Davis, Editor.

53 47 5

Lutie Wellington and Clara Hill stand highest in deportment, and Fred Scheurmann highest in scholarship, therefore he will be our next editor.

Room U, (ungraded), Josie Mack, Ed.

56 48 11

We think the work in this department has improved a little during the month, but not enough yet, the teacher says. The sad affair during the month has cast a gloom over all the scholars, and I hope it will be a warning for us all to try in the future to do the best we can.

We have had some very good work in Language Lessons. The most original essay in the sixth grade was written by George Copeland.

In deportment Florence McLean and Willie Graham stand at the head—just 100 each.

Room P, 6 g Ella Lawrence, Ed.

25 23 5

We are sorry to say that we have had 10 tardy scholars during the year, five each month. Walter Bartlett, Carrie Hawes, Lottie Hudson, Tommy Nontell, Chas. Perrin, Fred Rettman and Ernest Zagelmeyer are those who have attended school regularly this month, being neither tardy or absent. Carl Parsons and Fred Rettman stand ahead in our arithmetic class. Walter Bartlett ranks first in drawing. Meta Kimberly is the most orderly pupil in the room.

Room O, 6 g Nettie Brand, Ed.

56 52 11

This month there have been 33 scholars neither absent nor tardy.

Jimmie Montross has excelled this month in spelling, Lucy Burrows and Edith Barnard in language. Nearly all have done so well in geography that we are not able to say who has done the very best.

Hattie Paine and Burt Davis have drawn and cut out some very pretty designs; they seem to have a talent for drawing. Willie Smith has a decided talent for music. We changed some poetry into prose the other day, and we think Hattie Paine's is the best.

Room W, 6 g Carrie M. Durand, Ed.

44 40 9

The names on the roll of honor are Sadie Black, Emma Morgan, Fred Brown, Abby Heather, Agnes Conway, Susie Johnson, Cora Fellows, Sarah Malcolm, Carrie Durand, Mary Tingklepaugh, Mary Wilson.

Room Z, 5 g Alice Paine, Ed.

62 52 17

We are very sorry that four of our scholars have been out of school this month, two have been very sick and two have been away.

We are aiming to become good scholars in our room, and hope to succeed.

The names on the roll of honor are Henry Malone and Lena Sipple.

The following scholars stand best in their studies named:

Reading—Ada Ketcham, 97.
Addie Leaman, 97.
Geography—Fred Spencer, 98.
Sadie Jenner, 98.
Arithmetic—Alice Paine, 98.
Alice Bither, 93.
Spelling—Sadie Jenner, 93.
Alice Paine, 93.
Frank Gowling, 93.

Room H, 4 g Lizzie Trier, Ed.

56 50 15

In this room the editor is chosen for neat and careful work.

We have eighty-seven maps and one hundred and fifty designs on the wall.

Charles Weismueller has also, in free hand copies, drawn the four political lead-

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ers, which we have over our teacher's desk.

Laura Dittmar draws the best maps.

Edith Burdick, Arthur Turner and Geo. Stone are good in geography.

Room Y, 3 g Annie Moore, Ed.

55	47	14

Our large number of tardy marks was caused by six girls and eight boys.

The other day we wrote a composition on "The Parrot," and Jimmie Wellington's was written the best.

The best reader in our room is Smith Wood.

Next month we will try to have less tardiness.

Room F, 2, 1 g Clarence H. Brand, Ed.

62	52	4

Fifteen scholars have neither been absent or tardy during the month.

Carrie Munson and Eddie Champlin lead in spelling, and Willie Purmort and Jimmie LeFebver are best in numbers.

Our roll of honor for this month is Mattie Martin, Hannah Martin, Ethel Hay, Mary Sage Burrows, Louise Hannon, Julia Morgan, Clarance Brand.

German and English Department.

Room Q, 6 and 5 g Julia Griese, Ed.

53	52	1

Unser sechste Grad zaehlt 17, und der fuenfte Grad 34 Schueler. Unsere besten Schreiber sind Mary Schroeder, Louise Weedfald und Albert Bauer.

Helmuth Arns verdient seines guten Betragens halber erwaehnt zu werden; er behauptet den ersten Platz unter den Schuelern des fuenften Grades. Emma Schroeder, Minnie Jordan und Lizzie Roethke zeichneten die besten Landkarten. Am Mittwoch den 29 Octbr. Vormittags gegen elf Uhr hatten wir in unserem Schulzimmer einen ganz unerwarteten Besuch, der auch nicht auf gewoehnlichen wege,sondern durchs Fenster herein gekommen war; der befiederte Gast tobte anfangs gerauschvoll im Zimmer umher zeigte uns auch garbald, zu welcher Art er gehoere,indem er Fenster, und Thuergesims mit seinem starken Schnabel untersuchte, was uns viel Spass, unserem Lehrer abar keine sonderliche Freude imachte. Die Stubenluft schien jedoch unserem Gaste nicht zu behagen und von der Muehe ermattet, sank er nach einer viertelstuendigen Jagd in der Naehe einer "Christin" zu Boden; diese fuehlte ein menchliches Ruehren, hob den Eindringling behuts am auf und spedirte ihn wieder zum Fenstrr hinaus,wo er sich jetzt seiner Freiheit freut.

27 Schueler waren seit Beginn der Schule weder abwes end noch zu spaet.

Room R, 4 g Bertram Schwahn, Ed.

64	61	10

Lizzie Herrig brought in the best mental examples. Bella Wetzel gave the best analysis.

The pupils in our room that have been neither absent nor tardy for the past two months, are

Donald Benjamin, Hattie Bartel, Augusta Ganschow, George Herrig, Anna Hessler, Carl Moye, Emma Meyer, John Neuendorf, Rudolph Poetter, Otto Roethke, Fritz Zeigin.

Room V, 3 g Willie Gradt, Ed.

58	53	13

Twenty-four scholars have neither been absent nor tardy. Julie Rise, Herman Riese and Willie Weedfal stand highest in deportment. Theodor Steller and Maggie Stocker in numbers, and Margaretha Schultze and Charlie Ewald are our best readers.

Room N, 2 g.. Willie McLean, Ed.

60	50	8

Harry Potter, Robbie Potter, Louise Moye, Julia Wetzel, Lizzie Neuendorf, Dora Himmelsback and Willie McLean have not missed during the month, and stand highest in deportment.

Room M, 1 g., Minnie Laurenz, Ed.

79	63	11

John Wirth, Eddie Ueberhagen, Fred Greene, Harry Smith, Harry Hill and Fred Steinbauer, have not missed during the month.

Tonie Wegert and Charlie Ziegler stand highest in deportment.

Charlie Neuendorf spelled down the school.

First Ward School.

Room A, 7, 6 g Geo. McLandres, Ed.

37	34	1

Room B, 5 and 4 g Leslie Hubbell, Ed.

49	40	10

Best specimen of language exercise taken from reading work, was one by Willie McLeod.

Matilda Bonnalie stands highest in spelling, and Stephen Cornish in geography.

Sixteen pupils have neither been absent nor tardy.

Room C, 3 g Beatrice Reaney, Ed.

44	38	6

Room D, 2 g Maggie Pullar, Ed.

57	50	11

Twenty-one scholars in our room have not been either absent or tardy this month. Nine scholars have not missed in spelling.

Johnny Phillips is the best writer in the room, and Clarence Howe and Richard Jones are our best alto singers. Pearl Barney and Eva Martin have improved the most in reading.

Room E, 1 g Archie Campbell, Ed.

89	77	11

Lizzie Beck, Lizzie Henry, Lulu Millett, stand at the head of "B" class.

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Lewie Williams, Grace Hitchings, Kittie Hare and Edith Bonnalie spelled the "A" class down.

Second Ward School.

Room A, 5, 4 g Ida George, Ed.

39	34	4

Fifteen pupils have been neither absent nor tardy for the month. Ten are perfect in punctuality and attendance for the year.

Ida George and Elsie Irland have not whispered the past month.

The girls in our room are better readers and spellers than the boys. Anna Sutton is the best writer in our school.

Room B, 3 and 2 g Will Madill, Ed.

56	49	11

Last Friday afternoon during the last half hour, Dan Prentice, Harold Pendleton and Will Madill each read a short story to the scholars. They read very nicely.

Room C, 2 and 1 g Maud Wood, Ed.

77	66	6

Luella Herbst has not missed in spelling during the month.

Third Ward School.

Room A, 3 g Theresa Mackel, Ed

53	46	8

Class "A" Emma Piaszeck excels in Arithmetic.

Class "B" Emma Bohm excels in reading.

Room B, 2 g Anna Dietrich, Ed

Emelia Krumheuer excels in reading; Anna Druos and Emma Brandt in numbers.

Room C, 1 g George Fischer, Ed.

71	64	7

We had one visitor.

Two of our scholars have the whooping cough.

Room D, 2, 1 g Bertha Ballentine, Ed.

49	46	25

Julia Potter and Albert Dickerson have not missed in reading or spelling this month.

Lila Smith, Roy Cushway and Louie Andre have not missed in Arithmetic.

Vina Stickney, Lizzie Cannon and Florence Turnbull have not whispered.

Fifth Ward School.

Room A, 4 and 3 g May Short, Ed.

55	50	3

We have in our school twenty-two scholars who were not absent or late in two months.

We had eleven tardy scholars last month, but will try to do better after this.

Room B, 2 and 1 g Ada Compau, Ed.

63	58	16

Fifteen scholaas have not been tardy or absent for two months.

Sixth Ward School.

Room A, 5, 4 g Kittie Scott, Ed

45	32	5

In the 5th grade, though Lottie Harmon ranks first in scholarship, Bert Williams has made the most improvement. In the 4th grade Clara Snyder distances all the rest in numbers, while Charlie Smith comes out ahead in reading. By the way, that reminds me of an instance which happened in the 4th grade. The other day one of the girls said: "Pennsylvina was settled by William Penn and a company of quackers."

The third grade gets a great deal of praise for their work, Lizzie Wilson getting and really deserving the most.

There are 16 scholars neither absent nor tardy this month and, although we think that pretty well in consideration of the "Troublous times" in this ward, we are determined to better it next month.

Room B, 2 g John W. Johnson, Ed.

39	28	6

Thirteen scholars were neither absent nor tardy.

In our room Charlie Keys has improved the most in numbers, and Etta Hannah stands first in writing.

Room C, 1 g Charley Hardy, Ed

96	67	8

Seventeen scholars neither absent nor tardy during month.

Eight scholars have been perfect in spelling.

Eight scholars have not whispered.

Room D, 2. 1 g Aggie Riedlinger, Ed.

67	53	15

Sixteen scholars have neither been tardy nor absent.

Gustaf Miller, Frieda Mell, Aggie Riedlinger, Emma Winguth, Charlie Porath, Laddie Fraser, Jakie Tausand, were perfect in lessons during the month.

FOR TEACHER AND SCHOLAR.

Wanted:—Solutions of the following problems from members of the classes named. The best answers will be given next month.

CLASS IN NATURAL PHILOSOPHY.

Suppose a silver brick weighing 7 pounds to be supported by a string in water; what part of its weight is sustained by the string, and what part is supported by the water?

An iceberg floats with 50 feet of its mass above the surface of the water; how far beneath the surface does it extend?

When tourists ascend high mountains more or less difficulty in breathing is experienced. What are the conditions and causes which produce this trouble?

FOR EIGHTH GRADE.

How many pickets 3 inches wide, placed 3 inches apart, will be required to

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fence a lot 6 by 14 rd., and what will they cost at $2.75 per C.?

FOR NINTH GRADE.

The inlet pipe will fill a cistern in 9.8 hours. The outlet has three-fifths of the capacity of the inlet pipe. The inlet has been open 4⅔ hours when the outlet is opened. In how many hours after will the cistern be full?

Best analysis of the following sentence from 9th or 8th grade:

"I watched them until their forms disappeared over a neighboring hill, and then, taking off my skates, I wended my way home."

FOR SEVENTH AND SIXTH GRADES.

Give us the nicknames of the different states, and the reason for giving these names. The reasons must be briefly stated.

PRIMARY GEOGRAPHY—LESSON I, FOR 1st AND 2d GRADES.

Subject; the room, its form, objects in it, and their direction from each other.

Terms to be taught and used: right, left; before, behind; above, below; in front, in the rear; on, under, beside.

QUESTIONS.

1—What is the form of the room? How many walls around it? which walls are the longer? the shorter? Are any of equal length? how many? which?

2.—Which way is the desk from you? (Answer. In front, to the right, the left, &c.) Which way is this door from you? that window? this blackboard? the stove? the register? Which way is the desk from the stove? &c.

3.—Where is the platform? the bell? the chalk box (in, under, above, below)? the clock? the picture? &c., &c.

4.—Point to the front wall, the rear wall. Point to the wall on the right, on the left. Draw on your slate a line (dictate the length) for the front wall, one for the right wall, the left wall, the rear wall. What kind of a figure have you drawn?

LESSON II—FOR 1st AND 2d GRADES.

Subject; the points of the compass. Terms to be taught; east, west, north, south; north-east, south-east, south-west, north-west.

QUESTIONS.

1.—Who saw the sun rise this morning? Point toward where it rose. Who saw the sun set last night? Point toward where it set.

Where does the sun rise? All point that way. What way is it? Where does the sun set? All point that way. What way is that?

2.—Point toward where the sun is at noon. What way is that? (All standing) Extend right hand to the east, left hand to the west. Now, which way is behind you? Which in front? Reverse position and repeat questions. Face each cardinal point and ask all possible questions.

3.—Point towards the river. In what direction is it? Point towards the post-office, the court house, central school, any ward school, any church, the fair grounds, any store, any mill, East Saginaw. In what direction is each.

(Individual Questions.) In what direction from your house, Charley, is the school house? the post office, the court house, &c., &c.?

General Questions.—In what direction from the school house is the depot? the ——church? the fair grounds? the—— ward school? &c.

In what direction from the depot is the school house? from the——ward school is the——ward school? &c.

AFTER FOUR O'CLOCK.

The questions asked "after four o'clock" last month have received many excellent answers. Miss Nellie Austin gives Victor Hugo's proper rank among French novelists and poets; Miss Edith Kimball answers briefly and correctly nearly all the questions; Josie W. Davis' answers are very good; Elsie Cary, among other answers, gives a good explanation of the origin of icebergs, and Alice Williams contributes a good description of Tonquin, but is in error about the situation of Bedloe Island.

Little Grace Pendleton gives a very good condensation of the story of the Sleeping Beauty.

The attendance in some of our rooms is remarkably good. Out of a possible 100, the rooms named below have the record given for October.

Miss Minnie I Deland, room O, 98.848.
Miss S. C. Palmer, room E, 98,442.
Miss A. E, Burrows, Fifth Ward, 98.226.
Mrs. Juliette Fonda, Second Ward, 98.142.
Miss C. S. Dow, First Ward, 98.106.
Miss H. S. Bachman, room D, 98.030.
Mr. Constantin Watz, room Q, 97.139.

In some rooms punctuality has reached about the highest notch.

When forty or fifty pupils, in one room, have but one or two cases of tardiness in a month, this quality has nearly reached perfection.

Miss Dow's room, 36 pupils, has 1 case.
Mr. Watz's room, 50 pupils, has 1 case.
Mrs. Fonda's room, 36 pupils, has 4 cases.
Miss Allen's room, 71 pupils, has 6 cases.
Miss Johnston's room, 50 pupils, 5 cases.
Miss Townsend's room, 55 pupils, 4 cases.

Our contributors number about eighteen hundred, and this month have sent in more copy than we have room for. We have been obliged to put aside good reproductions by Beatrice Reany, Hattie Paine, Celia Heather and May Kelly. These are all good articles and may possibly be used some other time. We have also in reserve good orations by Frank Hatch and Oliver Goldsmith, and a very fine but rather long, essay by Miss Nellie Purcell,

One word to scholars who send us solutions of the problems offered in this number to the different grades. Write on one side of the paper only, and use as few words as possible to express your meaning. Write with pen and ink.

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